

FOREWORD

The purpose of the Administrator's Manual for school bus transportation and resources is to assist the local school transportation director and the contractor's transportation director in the overall planning as well as the day-to-day operations of transporting students. The success of any school transportation operation depends largely upon the quality of performance and the degree of dedication displayed by those charged with the responsibility of administering the school transportation program. This document will simplify this challenge.

Responsibilities of all agencies who are involved in student transportation are outlined in this manual. These agencies include the Illinois State Board of Education, the Secretary of State, the Illinois Department of Transportation, the United States Department of Transportation, local school boards and school bus contractors. The manual also includes the responsibilities of local school administrators, bus drivers, bus monitors/aides/escorts, parents and/or guardians and students.

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INTRODUCTION

The success of any school transportation operation depends largely upon the quality of performance and degree of dedication displayed by those involved. The resource documents outlined herein were designed to assist school administrators and private operators in understanding the needs of their particular pupil transportation programs. Documents that will be referred to throughout this manual are contained in the following volumes of Illinois Pupil Transportation Resource Library:

1. U.S. Department of Transportation Pupil Transportation Laws, Rules and Regulations
2. Illinois Secretary of State Pupil Transportation Laws, Rules and Regulations
3. Illinois Department of Transportation Vehicle Standards, Laws, Rules and Regulations
4. Illinois State Board of Education Pupil Transportation Laws, Rules and Regulations including:
 - a) Illinois School Bus Driver Training Curriculum and videos
 - b) Special Needs Transportation Resource Document
 - c) Infant, Toddlers and Preschool Transportation Resource Document

The purpose of this document is to outline the responsibilities of transportation providers and lead them to the resources needed to provide safe pupil transportation.

Section I

OPERATIONS

ADMINISTRATION

The responsibilities of Illinois state agencies responsible for pupil transportation are explained below.

ILLINOIS STATE BOARD OF EDUCATION

The Illinois State Board of Education provides a comprehensive pupil transportation program for statewide application. This program is conducted through the office of the State Director of Pupil Transportation. This office provides the following:

1. A clear, concise pupil transportation policy;
2. A cost accounting system for all expenditures in the area of pupil transportation;
3. A manual explaining reimbursements for transportation expenditures;
4. Promotion of a pupil transportation safety program utilizing communities, school districts, school bus contractors, legislation, media, law enforcement, and state agencies concerned with pupil transportation;
5. A manual or handbook for local pupil transportation supervisors, school administrators, and private contractors containing procedures for implementing the state's pupil transportation laws for transporting students with special needs;
6. A comprehensive school bus driver training program for both pre-service and inservice instruction, which includes classroom and behind-the-wheel instruction and documentation of the completion of said programs;
7. Workshops, seminars, and/or conferences for all pupil transportation personnel;
8. Encouragement for state institutions of higher learning to provide undergraduate and graduate courses acceptable for certification purposes in pupil transportation, operation and safety;
9. Comprehensive safety and ridership curricula for pupil transportation;
10. Annual visits to local school systems to evaluate transportation systems and provide necessary direction;
11. Coordination with other agencies having responsibility for pupil transportation services, including the uniform school-bus-crash reporting criteria;
12. A comprehensive education program to train instructors of school bus drivers;
13. Leadership in the handling of industry-wide problems as they arise.

ILLINOIS SECRETARY OF STATE

The Illinois Secretary of State has the authority to grant, issue, deny, suspend and revoke driving privileges, drivers' licenses or permits. As such, this office is responsible for the issuance of drivers' licenses and/or instruction permits to qualifying applicants who are required to operate Type I and Type II school buses and first division motor vehicles. The Secretary of State also

1. Is responsible for the issuance of school bus driver permits to applicants who have met all requirements of the application and screening process, including fingerprint-based criminal background checks on current and future information obtained by the Illinois State Police and current FBI criminal background investigations. Individuals who possess a valid school bus driver permit issued prior to July 1, 1995, are exempted from the fingerprinting provisions outlined in the law as long as their permits remain valid and do not lapse or otherwise become invalidated.
2. Is responsible for monitoring driving histories of school bus drivers and notifying the driver, employer and State Superintendent of Education of the driver's eligibility to retain a school bus driver permit.
3. Processes vehicle titles, registers vehicles, issues license plates and renewal stickers and maintains vehicle records for all types of passenger, truck, bus and commercial motor vehicles in accordance with the Illinois Vehicle Code, including school buses and first division vehicles.
4. Is responsible for notifying individuals of an opportunity for a hearing as well as conducting the hearing upon suspension, revocation or denial of the issuance of a license, permit, registration or certificate of title.
5. Is required by law to approve the content of any training curriculum (written test, audio/visual training materials, procedures, grading scales, etc.) that may be used in conducting the initial classroom or refresher courses needed to obtain or reapply for a school bus driver permit.
6. Has the authority to conduct on-site inspections of records of certifications and all verifications used to obtain or reapply for a school bus driver permit. These records are to be held by the prospective, current or previous employer for a period of two years.
7. Extended the Third-Party Certification program to the pupil transportation industry by reviewing, approving and licensing third-party entities and safety officers. Field representatives for the Commercial Driver Training Section conduct audits and monitor entities for compliance with state and federal rules and regulations involving commercial drivers licenses.

8. Was the first in the nation to initiate the issuance of the school-bus-restricted commercial driver license. This license allows a driver to operate a school bus only for the purpose of transporting children for a school-related activity and is not valid when driving a school bus in a charter capacity or for operating any other commercial motor vehicle.

ILLINOIS DEPARTMENT OF TRANSPORTATION

The Illinois Department of Transportation, Division of Traffic Safety, is governed by Illinois statutes and State and Federal Motor Carrier Safety Regulations when determining standards for school buses and commercial motor vehicles in Illinois. The Department of Transportation

1. Administers the program requiring periodic safety inspections of Type I and Type II school buses in Illinois.
2. Conducts nonscheduled inspections of school buses, religious organization buses and buses registered as charitable vehicles.
3. Establishes and enforces regulations that govern the Illinois school bus brake inspection program and school bus driver pretrip inspection requirements.
4. Sets minimum safety standards for the State of Illinois for the construction of Type I, Type II and Special Education school buses.
5. Monitors drivers of commercial motor vehicles for the State of Illinois according to the Federal Motor Carrier Safety Regulations.
6. Sets standards for the operation and maintenance of commercial motor vehicles for the State of Illinois to help prevent crashes and injuries while driving those vehicles.
7. Collects and compiles statistical data for the State of Illinois to be used to insure safe pupil transportation in the State of Illinois.

REGIONAL OFFICE OF EDUCATION

Regional Offices of Education are responsible for the supervision and oversight of school districts (enumerated in 105 ILCS 5/3-14 through 3-14.25, Illinois School Code). Responsibilities of Regional Offices include

1. Providing on-site visitations of school districts for compliance with laws, rules and regulations;
2. Conducting courses of instruction for school bus drivers pursuant to the standards established by the Secretary of State under Section 6-106.1 of the Illinois Vehicle Code (625ILCS 5/6-106.1);

3. Charging a per-person fee based upon the cost of providing such courses for the initial classroom course in school bus driver safety;
4. Charging a per-person fee for the annual refresher training course;
5. Conducting investigations as may be necessary to ensure that all persons hired to operate school buses have valid school bus driver permits as required under Sections 6-104 and 6-106.1 of The Illinois Vehicle Code (625 ILCS 5/6-104 and 625 ILCS 5/6-106.1);
6. Conducting hearings when there is evidence of noncompliance with #5 above;
7. Conducting investigations as needed to ensure that classroom training is provided to students on school bus safety, including emergency evacuation drills, required by law twice annually; and
8. Reviewing and approving the annual claim for transportation reimbursement.

LOCAL ADMINISTRATORS AND SCHOOL BOARDS

Local administrators and school boards should develop policies and procedures to:

1. Ensure compliance with federal and state pupil transportation laws, regulations and policies, including drug and alcohol testing programs as required in the Omnibus Transportation Employee Testing Act of 1991, and in compliance with 49 CFR, parts 40 and 382.
2. Oversee pupil transportation operations within their jurisdiction, including training programs for all transportation personnel; review of school bus routes; investigation and reporting of accidents and other transportation problems; and evaluation of the pupil transportation system.
3. Ensure that instruction in passenger safety, including student participation in emergency evacuation drills, is an integral part of the school curriculum as required by law twice annually. Instruction required by Illinois is stated in the 1998 Illinois School Code (105 ILCS 5/27-26).
4. Provide supervision of loading and unloading areas at or near the school and provide ongoing safety evaluations of route pickup and drop off locations.
5. Provide adequate supervision for pupils whose bus schedules necessitate their early arrival or late departure from school.
6. Promote public understanding of, and support for, the school transportation program in general.
7. Develop and implement local pupil transportation policies and regulations, including those for special education.

STATE DIRECTOR OF TRANSPORTATION

The State Director of Transportation represents the State of Illinois and the State Board of Education at national and state meetings as the "State Director of School Transportation." The State Director also

1. Is responsible for coordinating all transportation programs within the Division of Funding and Disbursement Services, including the Chicago Regional Office functions handled by staff within the Chicago office location;
2. Develops and implements training programs and curricula for safe school transportation for school bus drivers and instructors of school bus drivers and certifies state school bus driver instructors;
3. Responds to questions regarding the interpretation of rules, laws and legal opinions concerning school transportation.
4. Prepares materials for public relations with districts and parents concerning safe school transportation practices:
5. Develops administrative resources on student transportation for regional and school district administrators;
6. Provides technical assistance by phone, letter, document preparation, on-site visitation and presentations concerning student transportation services;
7. Handles policy and regulatory implementation involving responses to districts, regional superintendents, parents, and contractors and answers all questions regarding school district transportation requirements;
8. Reviews and evaluates legislative proposals and proposes legislation related to school transportation.

LOCAL PUPIL TRANSPORTATION DIRECTOR

The local pupil transportation director and/or private contractor's specific duties include, but are not limited to:

1. Providing assistance in planning, budgeting and forecasting for the pupil transportation system;
2. Assisting in school site selection and facility planning;
3. Providing, when appropriate, for chassis, body and related equipment procurement;
4. Developing and implementing an ongoing plan for preventive care and maintenance of equipment;

5. Recruiting, selecting, instructing and supervising personnel;
6. Routing and scheduling buses for safe, efficient and economical transportation service;
7. Assisting in the development and implementation of pupil safety education programs;
8. Working with administrators, teachers, transportation personnel, students, parents and various public and private agencies to improve their knowledge and the quality of the transportation system;
9. Investigating and reporting accidents, when applicable, using the uniform school bus accident reporting criteria;
10. Investigating reported problems;
11. Maintaining records and preparing reports, as required;
12. Developing and supervising an ongoing evaluation plan for the pupil transportation system;
13. Implementing a drug and alcohol testing program in compliance with federal regulations for persons in safety-sensitive positions and Commercial Driver's License (CDL) drivers;
14. Developing and implementing a procedure for route hazard(s) evaluation.

Qualifications

The pupil transportation director and/or private contractor should have a basic understanding of the educational process and the corresponding role of transportation. The school transportation director and/or private contractor should receive formal instruction in pupil transportation management. This training should include classroom work and field experience. Qualifications should include

1. A satisfactory driving record as revealed through checks with the National Driver Register Service and the Secretary of State's Driver Services Section, a satisfactory work history and a record free of criminal convictions;
2. An undergraduate degree or equivalent experience in one or more of the following fields of study:
 - a. Education,
 - b. Business administration,

- c. Management,
 - d. Transportation or related field;
3. The ability to manage personnel and resources;
 4. Basic knowledge of computers;
 5. The ability to communicate effectively with school administrators, teachers, parents, students, bus drivers, law enforcement, etc.;
 6. Knowledge of state and federal regulations applicable to transportation of pupils.

SCHOOL BUS DRIVER

1. Each employer should provide a driver's manual or handbook to each school bus driver at the time of employment. This manual should include the following subjects:
 - a. The state transportation laws, regulations and policies;
 - b. Motor vehicle rules and regulations applicable to school bus operation;
 - c. Vehicle operation and maintenance;
 - d. Procedures for the driver to perform when involved in an accident, when witnessing an accident and when involved with post-accident reporting;
 - e. Elements of basic first aid procedures and any local practices and policies that may vary from, but should not conflict with, state requirements;
 - f. Elements of pupil management;
 - g. Requirements of the federal drug and alcohol testing program.

Note: Applicants for a school bus driving position should be given a copy of the Illinois School Bus Driver Training Curriculum in addition to the employer's handbook or manual.
2. Procedures for selection of school bus drivers should include
 - a. An appropriate application form;
 - b. A check of the applicant's driving record (a function of the Illinois Secretary of State's Office);

- c. A fingerprint check to determine if the applicant has a record of criminal convictions through both the Illinois-specific criminal background check and the Federal Bureau of Investigation fingerprint check; Establish criteria for rejecting those with unacceptable records. (This is a function of the Illinois State Police.)
- d. One or more personal interviews conducted by the employer; (A properly conducted interview can be one of the most important of the selection procedures.);
- e. A physical examination administered by a physician licensed in medicine; tests for tuberculosis (TB) and other communicable diseases will occur. Drug testing should be included although the driving position may not require a commercial driver's license. The physical examination will be conducted annually in accordance with state law. (Required as part of the licensing requirement of the Illinois Secretary of State.)
- f. A determination of educational attainment. A school bus driver applicant should demonstrate the ability to follow detailed, written instructions and to record and report data accurately.

Note: The laws and rules and regulations for the above can be found in the Pupil Transportation Resource Library under the appropriate agency resource.

- 3. An instructional program is required for school bus drivers.
 - a. Before transporting pupils, a state-approved initial classroom training course and employer classroom and behind-the-wheel training course enabling safe and efficient vehicle operation is required of applicants by Illinois law. (Curriculum development is a function of the Illinois State Board of Education.)
 - b. Illinois law requires an annual state-approved refresher training course. (Refresher training content is a function of the State Board of Education in cooperation with Regional Offices of Education.)
 - c. Before transporting students with disabilities, the driver should receive appropriate training in compliance with Individuals with Disabilities Education Act. (This is a function of the employer.)
 - d. Drivers shall receive drug and alcohol education as required in the Omnibus Transportation Employee Testing Act of 1991. (This is a function of the employer.)
- 4. Behind-the-wheel instruction should be given in the same type and size school bus as the driver will be operating. When a driver is expected to operate more than one size and type of vehicle, instruction should be given related to the specific handling characteristics of each. All instruction should include

- a. Familiarization with the bus and its equipment;
 - b. Procedures for performing pretrip and post-trip vehicle inspections;
 - c. Techniques for safe driving including proper mirror use and adjustment, smooth starts and stops, shifting, turning, and backing;
 - d. Defensive driving skills;
 - e. Techniques for reference-point driving;
 - f. Procedures for loading and unloading pupils at bus stops, including moving the bus only after all children are safely out of the danger zones and are at least 10 feet from the bus;
 - g. Procedures for railroad crossings and other specialized driving requirements for school bus operations;
 - h. Techniques to identify and avoid practices that result in driver-related vehicle abuse;
 - i. Procedures for en-route emergencies including driving emergencies, emergency evacuations, and use of emergency equipment;
 - j. Guidelines for safely running a route including entering and departing the bus garage and yard; following a route sheet and map; entering and departing school zones; responding to mechanical difficulties and breakdown;
 - k. Procedure for fueling buses and handling and preventing fuel spills;
 - l. Proper radio usage including AM/FM, public address system and two-way radio communication;
 - m. Proper procedures for reporting route hazards.
5. All school bus drivers should be adequately prepared each day, both physically and mentally, to perform certain duties including
- a. Operating the vehicle in a safe and efficient manner;
 - b. Conducting thorough pretrip and post-trip inspections of the vehicle and special equipment;
 - c. Ensuring the safety, welfare and orderly conduct of passengers while on the bus;

- d. Handling emergencies in accordance with operating procedures;
 - e. Communicating effectively with school staff, students, parents, law enforcement officials and the motoring public;
 - f. Completing required reports;
 - g. Completing required training programs successfully;
 - h. Providing maximum safety for passengers during loading and unloading;
 - i. Wearing driver's seat belt whenever the bus is in motion;
 - j. Checking that all students have disembarked from the bus at the end of the route by walking the interior of the school bus from front to back, checking in and under seats to insure that there are no students on the bus;
 - k. Managing and knowing policies including state and federal regulations related to the transportation of students with disabilities.
6. School bus drivers should be evaluated at regular intervals. These evaluations should include
- a. Written tests,
 - b. Road performance checks,
 - c. Evaluation interviews.

BUS ATTENDANT/ESCORT/MONITOR/AIDE

Bus attendant/escort/monitor/aide should receive instruction in the following areas:

- 1. The bus and its equipment;
- 2. Use of emergency exits;
- 3. The safe loading and unloading of pupils at their stops;
- 4. Pupil management training and policy training, including state and federal regulations related to the transportation of students with disabilities, consistent with those required for school bus drivers;
- 5. The safety, welfare and orderly conduct of passengers while on the bus;

6. Emergencies in accordance with operating procedures;
7. Effective communications with school staff, students, bus drivers, parents, law enforcement officials and the motoring public;
8. The completion of required written reports;
9. An initial school bus driver training class and an annual refresher class to learn policies and emergency procedures in order to assist the school bus driver;
10. Thorough knowledge of students' medical needs, if appropriate.
11. Thorough knowledge of the route, e.g., pick-up and drop-off locations, directions, hazards, etc. (This is a function of the employer to train and qualify.)

MAINTENANCE AND SERVICE PERSONNEL

1. Adequate staff should be employed to perform maintenance functions on a timely basis consistent with safe transportation practices.

Maintenance, service personnel, and anyone else performing safety sensitive functions shall be subject to drug/alcohol testing required under federal and state Department of Transportation Regulations. (See Resource Library.)

2. Instructional programs should be provided for maintenance and service personnel.
 - a. The transportation system should make available to their maintenance and service personnel the necessary maintenance and service publications for the equipment serviced.
 - b. The transportation system should arrange, at regular intervals, for pre-service and in-service training for maintenance and service personnel. It should also require or encourage maintenance personnel to attend state-sponsored or approved workshops or training institutes.
 - c. The training procedures should include instruction in
 - (1) Preventive maintenance procedures,
 - (2) Repair and/or installation procedures for each type of fleet vehicle and its varied equipment,
 - (3) Procedures for specialized equipment,
 - (4) Inspection of the vehicle and its equipment,

- (5) Recovery procedures for vehicles involved in an accident or breakdown,
- (6) Preparation of maintenance records,
- (7) Maintenance of parts and equipment inventory,
- (8) Establishment of parts inventory control procedures,
- (9) Repair and installation of adaptive equipment.

Environmental compliance should include a thorough knowledge of the Illinois Department of Transportation laws, rules and regulations governing school buses.

PROCEDURES

POLICIES AND GUIDELINES

The responsible state agency and the local school district should have clear and concise policies and guidelines for the operation of their pupil transportation programs. These are important for two reasons: (1) they may have the effect of law when laws or regulations do not specifically address a situation; (2) they serve as the rule book for persons charged with the administration of transportation services within the district.

Once established, these policies and guidelines become the basis for development of operating procedures. This allows decisions about operational details to be made at the administrative level rather than by the school board. These written policies and guidelines should be precise and should cover the following topics:

1. Procedures for determining eligibility for transportation. (See Article 29 of the School Code.) (Refer to Illinois State Board of Education, Book 1.)
2. A description of the types of transportation being provided.
3. The days on which services will be available.
4. A list of school starting and closing times.
5. Administrative responsibilities related to program service.
6. Essential routing constraints.
7. The extent of special transportation service. (Refer to same as above.)
8. A compilation of pupil rules and regulations. (Refer to same as above.)
9. Provisions for the use of contract transportation and/or charter buses.
10. Acceptable purchasing procedures.
11. Desired limits of insurance coverage.
12. The essentials of an accident prevention program including the uniform school bus accident reporting criteria.
13. Communication procedures between administrators, parents, bus company and drivers, including student disciplinary rules and consequences.

14. Emergency procedures and/or contingency plans to be followed in the event of an accident, unexpected school closing, or unforeseen route change. Contingency plans should also be in place for aggressive actions such as a hostage situation or unlawful boarding.

USE OF SPECIAL LIGHTING AND SIGNALING EQUIPMENT

1. The alternately flashing amber signal lamps of an 8-lamp flashing signal system shall be activated continuously during not less than the last 100 feet traveled by the school bus before stopping for the purpose of loading or discharging pupils within an urban area and during not less than 200 feet traveled by the school bus outside an urban area. The amber signal lamps shall be activated until the school bus is stopped and shall not be activated at any other time. (625 ILCS 5/11-1414(d))
2. The **alternately flashing red signal lamps** of an 8-lamp flashing signal system **shall be actuated after the bus has come to a complete stop for the purpose of loading or discharging pupils** and shall be turned off before the school bus is placed in motion again. The red signal lamps shall not be activated at any other time except as provided in paragraph (d) of Section 11-1414 (see above). (625 ILCS 5/11-1414(c))
3. The **stop signal arm shall be extended after the school bus has come to a complete stop for the purpose of loading or discharging pupils** and shall be closed before the school bus is placed in motion again. The stop signal arm shall not be extended at any other time. (625 ILCS 5/11-1414(b)).
4. A white flashing strobe light to increase the visibility of the school bus on the roadway during adverse visibility conditions may be used. (625 ILCS 6/12-815)
5. Crossing control arms shall be used as required to encourage children to cross properly in front of school buses. (625 ILCS 5/12-807.2, and 23 IL Admin. Code Part 275)
6. Outside public address systems may be used for instructing children in crossing roadways and for informing them of potentially life-threatening situations.
7. Motion sensors may be used where appropriate to alert the driver of an impending safety hazard to students disembarking the bus.

PERSONNEL

1. An organization chart identifying the flow of responsibility from the board of education to the school bus driver should be provided.
2. Employees should be provided with job specifications and descriptions at the time of employment.

PRE-SERVICE AND INSERVICE TRAINING REQUIREMENTS

State

1. All new school bus drivers shall be provided with basic classroom instruction on the safe operation of a school bus, taught by certified state instructors, and shall be issued the proper license and permit for the legal vehicle being used to transport students upon completion of all licensing and permitting requirements. (625 ILCS 5/6-1(8))
2. All school bus drivers shall be provided with a minimum of two hours of refresher training taught by state-certified instructors. (625 ILCS 5/6-106.1(8))

District/Employer

1. All new school bus drivers shall be provided with sufficient practical behind-the-wheel instruction to ensure that the applicant has exhibited proficiency in the safe and proper operation of a school bus (92 IL. Adm. Code, Ch. II, Sec. 1035.30 (c)). This training is in conjunction with the classroom training that is provided by state instructors.
2. All drivers should be provided with annual inservice in safe school bus operation in addition to attending the annual state-mandated refresher.

USE OF VIDEO MONITORING SYSTEMS

School systems should promulgate, communicate, and enforce policies and procedures to be followed when using on-board video monitoring systems. The video camera on a school bus should be used only as an aid to monitor the students' and drivers' behavior. **It should not replace the discipline policy, the authority of the driver, or the responsibility of the school officials.** The basic safe riding rules must prevail and the consequences of misconduct must be carried out.

1. All students and drivers should be notified that they are subject to being videotaped on the school bus at any time. Notification to parents of all students should be made by the school district. Prior to actual taping, parents and students should be advised that conduct prohibited by state and school district student discipline codes will result in appropriate consequences as defined in policy. The actual taping should be audio and video.
2. Ongoing notification regarding videotaping must occur addressing the continued need for personal awareness of safety issues. This communication is particularly important to warn against a false sense of security, especially when cameras are moved between buses. Newsletters, student handouts, and notices posted in the bus should be considered.
3. If video cameras are to be used for monitoring drivers, the drivers should be notified as to the extent of their use and for what purpose they will be used.

4. Cameras should be scheduled on a rotation basis so as not to select only certain buses. Based on the number of incidents of misconduct or the seriousness of these reports, video monitoring of a bus route may be done more frequently. The transportation supervisor may decide if more frequent monitoring is needed. **Such additional monitoring is meant to supplement the written disciplinary reports by the bus driver, not take the place of reports.**
5. After videotaping has been conducted, the tapes are to be stored at a secure location for a period of time designated by the local school district, unless a specific tape is being used in an ongoing action. The transportation supervisor or designee should periodically review videotapes, randomly selected, to ensure proper pupil conduct. If no incidents are reported within a period defined by local policy, the tapes can be recycled. If incidents are reported, or if incidents are viewed during random selection, the videotapes are to be kept until final resolution and time for any appeals.

Tapes must be dated and have the bus number and driver's name in order to ensure proper pupil conduct.
6. When action is taken as a result of information obtained from the videotape, the driver, supervisor, school administrator, student, and parents or guardians will be contacted. A meeting of the aforementioned parties may be necessary to achieve a resolution of the problem. The videotape may be used as evidence in that meeting. All requests for review should be made in writing.
7. Each district must designate, by policy, who will be allowed to review the tapes.

SEATING

1. No school bus shall be operated with more passengers than recommended by the manufacturer. (625 ILCS 5/12-707)
2. In determining seating capacity of a bus, individual seating should be based on 13 inches per child where a 3-3 (three pupils on both sides of aisle) seating plan is used and 15 inches where 3-2 (three pupils on one side of aisle and two pupils on other side of aisle) plan is used.
3. School buses can transport three to a seat if passengers are in grades 1 through 5, and two per seat in grades 9-12. For students in grades 6 through 8, school districts should vary the capacity of the bus depending on the size of the students. This ensures every student the safety factor of compartmentalization.
4. **Standing** while school buses and school-chartered buses are in motion **shall not be permitted.**

NEW SCHOOL CONSTRUCTION

Consider the following for new construction or sight improvement:

1. Separate and adequate space for school bus loading zones,
2. Clearly marked and controlled walkways through school bus zones,
3. Traffic flow and parking patterns for the public and non-bused students separated from the loading zone,
4. A designated loading area for students with disabilities,
5. An organized schedule of loading areas with stops clearly marked,
6. A loading and unloading site to eliminate the backing of transportation equipment.

ROUTING AND SCHEDULING:

Routing is the responsibility of the local school board. (23 Adm. Code 275.100(b)) It is necessary to procure a map of the area served by a particular school or school system in order to establish bus routes that will adequately meet the needs of pupils in a particular area. Information on the road conditions, railroad crossings, and other factors that might affect the particular operation should be recorded along with the location of homes and the number of school-age children each. Satisfactory school bus stops must be identified along streets and highways where buses can travel with the least amount of risk.

The number of pupils to be transported and the distance to be traveled are primary factors in allocating equipment for a particular area. Pupils should be assigned to specific stops according to walking distances, grade level, and the school attended. **Consideration should be given to the distances between stops to comply with the minimum distance required to activate the red and amber lighting systems.** Routing and seating plans must be coordinated so as to eliminate passengers standing when a school bus or school-chartered bus is in motion.

Routing Techniques

There are an infinite number of routing techniques that can be used. The following are examples of some of these techniques:

1. A circular route circumscribes an area by using different roads on outgoing and incoming trips. It has the advantage of equalizing time in transit for transported pupils since the first child on in the morning is the first child off in the evening.
2. A shoestring route extends from the school to some terminal point in the district. If the bus is stored at the school, the same road or roads are used on the outgoing and incoming trips; consequently, children are always traveling more or less directly toward the school.

3. A feeder route extends from a point farther out in the district to a transfer point on the main route. It may be advisable for one or more of the following reasons:
 - a. To limit the use of large buses to improved roads;
 - b. To reduce travel time on the main route;
 - c. To provide some form of transportation on roads which at times may be impassable by larger, more desirable motor vehicles.
4. A shuttle route extends between two or more school buildings. Such routes are often required for the transfer of pupils in districts operating two or more schools.
5. Retracing routes can eliminate the need for pupils to cross the roadway.
6. **Emergency routes** should be established and utilized in all school systems when weather or road conditions dictate that it is not safe to travel on other than hard-surfaced roads. Announcements can be made by radio or other means when such routings are to be used.
7. Computer-assisted routing may be an effective tool. A route hazard map will visually pinpoint railroad crossings and other hazards.

Methods of Serving Bus Routes

1. The single-trip plan involves a morning and an afternoon trip by one bus on each route. This form of service is well adapted to sparsely settled areas. It also meets the needs of schools where the instructional program requires both elementary and secondary pupils to arrive at the same time.
2. The double-trip plan calls for each bus to cover two different routes in the morning and afternoon. This plan is suited to districts of relatively dense population where distances are not great. As children of all grades are carried on each trip, program adjustments in the instructional schedule are necessary to avoid idle waiting time at the school. If these adjustments can be made without sacrificing the interests of the children, the double trip may be economical by requiring fewer buses.
3. The multiple or dual plan calls for more than two trips each morning and afternoon over the same route by each bus. This arrangement is feasible only where route distances are relatively short or time differences between locations are great. High school pupils may be brought to school on the first morning trip with elementary children arriving on the second trip. In the afternoon the elementary children should be brought home first if it is desired that the elementary day be shorter than the high school day. Districts whose program requires a day of equal length for both groups may transport the high school pupils on the first trip in the morning and return them on the first trip in the afternoon.

Survey and Stops:

The district pupil transportation director, for the purpose of identifying factors that might indicate the need for a route change, should conduct a survey. After the survey is completed, a time study should be made by driving over the route in the same equipment that will be used in the actual operation. The driver(s) who will operate over the route(s) should regard the trip as a dry run. All scheduled stops and time between stops should be indicated. This data, if accurately obtained, will permit the development of a schedule, which probably will need little revision once it is placed into effect. After the route has been established, a schedule showing individual stops and any route hazards should be available in the bus for substitute drivers.

Requests for new or additional service should be investigated thoroughly before a change is made. **Stops should be established only after thorough investigation has revealed the location to be the most desirable in the area.** It is considered poor practice to negotiate a U-turn or backing maneuver on main arteries of traffic even though provisions for such turns have been made. The projection of the rear end of the bus into inside traffic lanes from medians that are too narrow to accommodate bus length often interferes with traffic and places the pupils' lives in jeopardy. Stops should always be located at a distance from the crest of a hill or curve to allow motorists traveling at the posted speed to stop within the sight distance.

Additional precautions should include, but may not be limited to, the following:

1. Determine the location and destination of all pupils to be transported.
2. Provide the driver, attendance officer, and the transportation office with the following information:
 - a. A list of pupils on the bus(es),
 - b. Approximate times for pick-up and return of pupils,
 - c. A map indicating routing of the bus and pupil locations,
 - d. Identification of pupils with dormant medical problems that may require specific actions from the driver in the event the problem becomes active.
3. Provide parents or guardians of all pupils with the driver's name, bus number, pick-up and return times, school closing information, school calendar, procedures to challenge routing decisions, discipline policies, etc.
4. Determine the advisability of utilizing computer-assisted route scheduling and route hazard maps.

5. **Plan routes that will permit optimum pupil safety, program efficiency, and operational economy.**
6. Evaluate routes twice annually, at times buses would be running routes, to determine whether conditions have changed from the original routing plan.

Supervisory Actions

Supervisory actions that should be taken during and after the transportation director completes a review of bus routes include the following:

1. Check the route and schedule for accuracy.
2. **Determine that loading and unloading occurs only at authorized stops.**
3. Check to see that vehicles are operated in compliance with prescribed regulations.
4. Observe the driver-pupil relationship.
5. **Check loading and unloading conditions at school centers.**
6. **Check for evidence of supervision in loading zones.**
7. **Note hazardous road conditions or areas and include on route description.**
8. **Note the nature, frequency, and locations of bus stop law violations.**
9. Observe conditions of bus, e.g., cleanliness, tires, windows, emergency exit(s), first aid kits, fire extinguisher, seats, etc.
10. Observe vehicle inspection guide for evidence of pretrip inspection.
11. Note driver attitude toward other motorists and pedestrians.
12. Follow the observation with a written report and discussion with the driver (and others, as appropriate).
13. File the written report in the driver's permanent records.

Inspection of Equipment

A thorough and systematic inspection procedure is the essence of a planned preventive maintenance program. Daily inspections of the vehicle will alert the driver to the need for minor repairs and adjustments. Failure to conduct such inspections for any sustained period of time could result in more extensive repairs at a later date. Inspection, therefore, is an indispensable factor in a safe school transportation system.

The school bus driver is the key to an effective daily inspection program. It is the driver's responsibility to make a planned and systematic inspection of the bus before each trip. The pretrip inspection shall consist of inspecting mechanical and safety equipment on the school bus. (625 ILCS 5/13-115)

RECORDKEEPING

Accident Records

Accident records function as the database for statistical analysis, which, in turn, provides material for accident prevention programs. In addition to the uniform school bus accident reporting criteria, additional accident records should include:

1. A list of all pupils injured, their home addresses, phone numbers, the extent of their injuries, and appropriate explanations;
2. A list of bus occupants and witnesses including addresses, phone numbers and statements;
3. Extent of damage and estimate of repair cost;
4. Post-accident data, e.g., disposition of litigation and/or summonses, driver deposition, net effect of personal injuries, etc.;
5. A signed statement from the bus driver concerning the particulars of the accident;
6. Complaints, challenges and disposition of hearings, etc.

Personnel Records

Personnel records should contain the following types of information:

1. Applications from all employees which include the following:
 - a. Confirmed work history;
 - b. Driving record;
 - c. Criminal record;
 - d. Military record, if applicable.

In considering application formats, districts should verify acceptable questions with the state's human rights division. Most states do not permit questions relative to age, sex, marital status, etc.

2. Physical examination.
3. Alcohol and drug screen in compliance with the Omnibus Drug Testing Act of 1991.

4. Training and testing records:
 - a. Behind the wheel,
 - b. Knowledge,
 - c. Hours of instruction,
 - d. Name(s) of instructor(s).
5. Payroll records:
 - a. Absences and their causes,
 - b. Current wages,
 - c. Years of service.
6. Complaints, commendations, evaluations, etc.
7. Organizational records:
 - a. Number of employees,
 - b. Wage scales,
 - c. Other records as required.
8. Accidents, violations, etc.

Route Records

Route records should contain

1. Types of routes (urban, suburban, rural);
2. Route descriptions including accurate route maps;
3. Route miles;
4. Information about the needs of special education pupils;
5. Information pertaining to road conditions, hazards, etc.

Maintenance Records

Maintenance records should contain the following:

1. Line setting tickets,
2. Work orders,
3. Preventive maintenance records,
4. Vehicle depreciation,
5. Equipment specifications,
6. Inspection reports.

Cost Records

Cost records should contain data in the following categories:

1. Vehicles,
2. Labor,
3. Parts,
4. Inventory,
5. Administrative.

EMERGENCY PROCEDURES

Emergency and Rescue Procedures: A Guideline Manual for School Bus Involvement has been developed and disseminated to each State Director for reproduction in each state. The manual dissemination includes all police, fire, ambulance, emergency medical technician, and any other entity designated to respond to school bus accident, emergency, or disaster. (Refer to Transportation Resource Library.)

This manual is a reference for each school system in developing its own specific emergency plan. Copies of the school system's plan should be carried in each bus. This plan should be developed in cooperation with the personnel in those agencies that will render service during emergencies. The school transportation director, school administrator, teachers, drivers, maintenance and service personnel, pupils and others should be instructed in the procedures to be followed for the following emergencies:

1. Accident;
2. Sudden disability of driver;
3. Bus breakdown;
4. Inclement weather conditions; and
5. Other types of emergency situations such as
 - a. Civil defense drills;
 - b. Strikes by school staff, teachers, drivers, or contractors;
 - c. Bus hijacking;
 - d. Floods;
 - e. Weapons on board school bus or at bus stop;
 - f. Unauthorized boarding, etc.

COMMUNICATION

It is necessary to keep those in charge of the system, bus companies, parents and pupils informed of all operational procedures. The school district must ensure that the channels of communication are set up so that information can be disseminated quickly and effectively. The school district must ensure that inquiries, requests, suggestions, and recommendations are given prompt and appropriate attention and are handled efficiently.

Some of the ways information can be disseminated are

1. Bulletins,
2. Meetings,
3. Public Press,
4. Conferences,
5. Letters,
6. Telephone calls,
7. Radio and television,
8. Formal hearings.

ACCIDENT REPORTING

The following data should be integrated into the generic traffic collision report for motor vehicle accidents, if not currently documented, by attaching documentation, if necessary:

- Carrier's name, school district, school bus contractor, etc.
- Driver's name, drivers' license number, birth date, sex, driving record
- Vehicle make, body make, chassis make, model year, vehicle identification number
- Engine location, forward, beneath or behind windshield (specify)
- GVWR and rated seating capacity—Mark W if bus is wheelchair equipped
- Number of passengers on the bus, excluding driver
- Date, time and location of accident
- Police report number (if applicable)
- Citation issued Yes No

The Illinois accident reporting form contains the majority of information needed. However, when a school bus is physically involved in an accident, the following information should be reported to the Regional Superintendent of Schools and the State Board of Education along with a copy of the Illinois Traffic Crash Report.

1. Type of accident

- | | |
|---|--|
| <input type="checkbox"/> Between motor vehicles | <input type="checkbox"/> Fixed object |
| <input type="checkbox"/> Non-collision pedestrian | <input type="checkbox"/> Pedacycle |
| <input type="checkbox"/> Railroad train | <input type="checkbox"/> Other collision |

2. Complete if fixed object accident

- | | |
|--|---|
| <input type="checkbox"/> Embankment | <input type="checkbox"/> Sign |
| <input type="checkbox"/> Utility pole | <input type="checkbox"/> Guardrail |
| <input type="checkbox"/> Tree | <input type="checkbox"/> Bridgerail |
| <input type="checkbox"/> Fence | <input type="checkbox"/> Median barrier |
| <input type="checkbox"/> Fire hydrant | <input type="checkbox"/> Curb or wall |
| <input type="checkbox"/> Culvert or headwall | <input type="checkbox"/> Parked vehicle |

3. Did accident result in

- | | |
|--|---|
| <input type="checkbox"/> Fatality | <input type="checkbox"/> Non-incapacitating injury (moderate) |
| <input type="checkbox"/> Incapacitating injury (serious) | <input type="checkbox"/> Possible injury (minor) |
| <input type="checkbox"/> Property damage only
(No one was killed or injured, but property damage equaled or exceeded \$500) | |
| <input type="checkbox"/> All students taken to hospital as district policy dictates | |

4. Manner of collision between vehicles or objects

- Angle
- Head-on
- Other

- Rear-end
- Broadside

5. Bus Direction Analysis Collision with Pedestrian

Intersection

- Bus going straight
- Bus turning right
- Bus turning left
- Bus backing
- Other action

Non-Intersection

- Bus going straight
- Bus turning right
- Bus turning left
- Bus backing
- Other action

Collision with Other Vehicle

Intersection

- Entering at angle, both moving
- Entering same direction, both moving
- Entering opposite direction, both moving

Non-Intersection

- Same direction, both moving
- Opposite direction, both moving
- One vehicle stopped

All Other Collisions

Intersection

- Fixed object
- Other road vehicle, train, pedacycle
- Other object, animal

Non-Intersection

- Fixed object
- Other road vehicle, train, pedacycle
- Other object, animal

Non-Collision

Intersection

- Overturn
- Other non-collision

Non-Intersection

- Overturn
- Other non-collision

6. First Point of Impact (Diagram on state collision report)

7. Contributing Circumstances

Driver Action

- Speed
- Failed to yield right of way
- Passed stop sign
- Disregarded signal
- Drove left of center
- Improper overtaking
- Made improper turn
- Followed too closely
- Backing
- Sudden movement
- No improper action
- Improper distance judgment

Other Driver

- Speed
- Failed to yield right of way
- Passed stop sign
- Disregarded signal
- Drove left of center
- Improper overtaking
- Made improper turn
- Followed too closely
- Backing
- Sudden movement
- No improper action
- Improper distance

Other Factors

Roadway

- Defective surface
- Slippery
- Inoperative traffic signal
- View obstructed by object
 - No vehicle defect
 - Other

Vehicle Defect

- Tires
- Brakes
- Lights
- Steering

8. Total number of lanes on roadway?

9. Posted speed limit?

10. Approximate speed of the bus?

11. Was bus driver's lap belt in use when the accident occurred?

12. School bus use at time of accident?

- Regular Route
- Field/Activity Trip

- Special Education use
- Other use

13. Condition of road at time of accident?

- Dry
- Icy
- Holes or ruts
- Wet

- Under Repair
- Snow packed
- Muddy
- Other

14. Light Condition?

- Dawn
- Daylight
- Dusk

- Dark (lighted)
- Dark (not lighted)

15. Weather Condition?

- Clear
- Sleet
- Snowing
- Smog/Smoke

- Raining
- Fog
- Dust
- Other

Loading/Unloading Accidents

1. At the time of the accident, where was the bus?

- Approaching the zone
- Stopped in the zone

- Leaving the zone
- Not in sight

2. Was the pupil(s)?

- Hit by the bus

- Hit by other vehicle

3. Number injured? (see Part III)

4. Location of injured pupil(s)

- On side of road
- On sidewalk

- In roadway
- Other

5. Description of behavior of pupil(s)

6. Description of accident

7. Diagram of accident (Using copy of Illinois Motorist Crash Report)

Supplemental Accident Data

1. Bus Driver's Experience

- Hours of preservice training
- Number of accidents in past three years

- Hours of inservice training in past 12 months

2. Types of Buses (see definition, school bus)

___ Type A
___ Type C

___ Type B
___ Type D

3. Seat Back Height

4. Local Variable

Section II

PUPIL MANAGEMENT

PUPIL MANAGEMENT

An effective pupil management program is a collaborative effort involving many groups of people in the school community. Parents, students, school bus drivers, school administrators, and private contractors in districts where contract transportation is provided, law enforcement, and social service agencies must be part of the ongoing process to motivate students to good behavior. It is the responsibility of the school district to ensure that a comprehensive student management program is developed so all persons involved in the process are familiar with their responsibilities.

SCHOOL DISTRICT RESPONSIBILITIES

1. Establish the policies and procedures by which the transportation program functions.
2. Establish pupil regulations governing the behavior and safety of pupils while boarding, riding, and disembarking the school bus. A copy of the rules students are expected to follow should be limited in number, posted in the bus, and made available to all riders.
3. Institute and administer an instructional program that teaches pupils proper conduct and safety procedures.
 - a. School districts should develop written policies and procedures dealing with all forms of harassment on the school bus. Harassment is the use or tolerance of verbal or physical behavior, that threatens, demeans, annoys or torments another person. Harassment includes unwanted activities or comments based on race, gender, personal attributes, and others as determined in local policy.
 - b. School districts should develop and implement guidelines for administering appropriate disciplinary actions resulting from an act of harassment.
4. Conduct a training program for school bus drivers to ensure that all policies, procedures, regulations and their enforcement are understood. School districts should develop training programs to assist drivers in recognizing harassment and identifying appropriate intervention and reporting strategies.
5. Ensure that parents receive written copies of the bus rules and regulations. Clearly establish their roles and obligations with respect to pupil promptness, attitude and behavior.
6. Initiate procedures to ensure open lines of communication and cooperation between school administrators, bus company officials, state agencies, and bus drivers.
7. Train drivers in specific skills that will enable them to maintain order, safety, and respect for the rights of others. These skills should include specific verbal intervention techniques used to maintain order and communication skills that promote rapport and mutual respect and encourage pupil compliance.

8. Ensure that administrators support and enforce disciplinary procedures, policies and reasonable actions by the driver.
9. Develop a weapons policy for the district's school buses. State law mandates expulsion for students who bring weapons to school. (105 ILCSS/10-22.6 (d).)

DRIVER RESPONSIBILITIES

1. Be familiar and abide by all rules, policies and procedures affecting pupil transportation.
2. Recognize the importance of establishing rapport with parents, the transportation supervisor, and school administrators when working to ensure proper pupil conduct.
3. Establish proper rapport with pupils.
4. Instruct pupils in proper behavior, consequences of improper behavior, general procedures, and evacuation drills under the supervision of the district superintendent.
5. Maintain order and safety and secure the rights of others on the school bus. Drivers should exercise good judgment and prudence in this pursuit, using appropriate verbal intervention including, but is not limited to, the following:
 - a. Minimize interior noise.
 - b. Control passenger movement.
 - c. Require orderly entrances and exits.
 - d. Eliminate movement or potential movement of objects.
 - e. Require silence at railroad crossings.
 - f. Prohibit transportation of unauthorized materials.
6. Handle minor infractions with school district-approved, on-board consequences and discussions.
7. In instances of serious or recurring misconduct, follow school district policy pertaining to misconduct and submit written reports on appropriate forms to administrators or other persons designated to deal with discipline problems.
8. Be aware that they represent the school system and/or the bus company and present a positive image in dress, language, and manner while on duty.
9. Be familiar with the assigned routes and designated school bus stops.

Note: Drivers have the Illinois School Bus Driver Training Curriculum, which lists drivers rules and responsibilities.

PUPIL RESPONSIBILITIES

Proper pupil behavior is important. Distracting the driver can contribute to crashes. Pupils and parents should be made aware of and abide by reasonable regulations to enhance safety. **The consequences of unacceptable behavior should be clearly understood.** Accepting the following responsibilities will protect the pupils' rights and maintain order on the bus:

1. Be aware that they are responsible for their actions and behavior.
2. Know what the rules and procedures are and abide by them.
3. Display proper respect for the rights and comfort of others.
4. Realize that school bus transportation can be denied if they do not conduct themselves properly.
5. Be aware that any driver distraction is potentially hazardous to their safety.
6. Be aware of the dangers involved in and around loading and unloading zones, including the dangers of loose clothing, clothing accessories and other loose personal items.

Note: Refer to Illinois School Bus Driver Training Curriculum for Student Bus Riding Rules.

PARENT/GUARDIAN RESPONSIBILITIES

1. Become familiar with district rules and policies, regulations and principles of school bus safety.
2. Assist children in understanding safety rules and encourage them to abide by them.
3. Recognize parent/guardian responsibilities for the actions of their children.
4. Support safe riding practices and reasonable discipline efforts.
5. Teach children proper procedures for safely crossing the roadway before boarding and after leaving the bus.
6. Support procedures for emergency evacuation as prescribed by state and school district.
7. Respect the rights and privileges of others.
8. Communicate safety concerns to school administrators.
9. Monitor bus stops, if possible.

10. Support all efforts to improve school bus safety.
11. Make sure children are aware of the dangers involved in and around the loading and unloading zone, including the dangers of loose clothing, clothing accessories and other loose personal items.

Section III

**SCHOOL BUS
EVACUATION PROCEDURES**

SCHOOL BUS EVACUATION

PRE-EMERGENCY EVACUATION PLAN

The most important part of evacuation is developing and following a plan. Having a pre-emergency plan for each school bus and its route that includes all populations of students transported will save precious time. In many emergencies, only two (2) to five (5) minutes is available to complete an evacuation before possible serious injury to students might occur. Local policies will determine when and how students are to be evacuated from a bus. **School bus evacuations must be practiced with the students on school property with the school bus driver and under the supervision of the superintendent or building principal.** Emergency response personnel must also be familiar with these policies, procedures and techniques. (See Guidelines 17, Transportation Resource Library. This document should be shared with local fire, emergency, and rescue agencies.)

School buses carry a variety of students varying in size, age and special needs.

1. Obtain a copy of a step-by-step procedure, including alternatives and special needs populations, prepared by the proper school authority.
2. Make sure that students have been instructed about what to do and how to proceed.
3. Identify three assistants from the student population to assist if an evacuation is necessary (and during evacuation drills). (These students should be pre-identified and written permission received from parent or legal guardian for students' participation.)

Note: The Illinois School Bus Driver Training Curriculum contains evacuation and emergency procedures.

WHEN TO EVACUATE

Evacuation is a very difficult situation. The driver must consider the fact that the safest place for the students may be on the school bus. In an actual emergency, the decision to evacuate the school bus is the initial step and one of the most important that the driver will have to make. That decision will initiate a chain of events to result in the safest possible situation for the passengers under the existing circumstances. The decision must be made as quickly as possible based on all the facts at hand.

Fire

Drivers will evacuate the bus if there is any of the following indications that the bus is on fire or in danger of catching fire:

1. An open flame, smoke, hot tires or any other indication of possible fire on or under the bus;

2. An object in flames or in danger of catching fire that is close enough to an immobile school bus to cause concern;
3. A combustible material or fuel susceptible to fire that is leaking from an immobile school bus or close enough to cause concern.

Disabled Bus

Evacuate the bus if it cannot be moved to a safe position and it is in

1. The path of other motor vehicles;
2. The path of a train or adjacent to any railroad tracks;
3. A position of inadequate visibility and in danger of being hit. In normal traffic conditions, the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.
4. A dangerous position related to water or a sudden, extreme drop;
5. The area of a hazardous spill for which there is need to quickly evacuate to an area upwind at least 300 feet from the incident;
6. Any position that you feel puts the students in danger because of their presence on the school bus.

Natural Emergencies

Natural emergencies may require evacuation.

1. Try to pull the bus off the roadway away from large trees, electrical lines, telephone and utility poles, and buildings.
2. Should evacuation be necessary, move at least 100 feet away from the side of the school bus, but do not cross the roadway unless absolutely necessary.
3. Determine the safest position for shelter from the emergency situation.
 - (a) Remain in the bus during a blizzard if conditions allow.
 - (b) Find a depression in the ground or an embankment away from the bus during a tornado.
 - (c) Locate students on highest ground possible during danger of flooding.

EVACUATION DRILLS

Due to the increased number of students being transported and the ever-increasing number of accidents on the highways, there is an urgent need to instruct students on how to properly vacate a school bus in an emergency. It is possible for students to block the emergency door if they are all trying to get out at the same time. There is also a possibility of danger when students jump from the rear emergency door exit. To avoid these situations, **Illinois law requires that all bus-riding students must experience a practical school bus evacuation drill at least twice each year.** (105 ILCS 5/27-26)

- A. Such drills are to be scheduled and personally supervised by the proper school official or designated school administrator. Police, rescue and fire personnel should be invited to participate in this training event so as to be prepared for a school bus emergency.
 - 1. The driver should never attempt to schedule or conduct a drill on his/her own.
 - 2. The administrator will monitor. The driver must take charge of procedures and lead the students through the evacuation.
 - 3. Types of drills should be varied.
- B. **All drills are to be conducted on school property.**
- C. **All bus-riding students including those transported on extracurricular trips must participate.**
- D. You may be advised that, **due to a student's condition, a student with a disability may not be required to leave or be taken from the bus.**
 - 1. Proper school officials may determine that some alternative preparations will be adequate.
 - 2. Drivers may want to check with their supervisor if they have questions about moving any students.
- E. Make sure someone has obtained parental/guardian consent before any student is assigned to assist with the evacuation.
- F. Students should be instructed in how and where to obtain assistance in emergencies. This may be done by flagging down a passing motorist to call for help, using the two-way radio (if power exists), or sending an authorized student to a nearby house or office to make a call. **The key issue is who to call.** A possible solution would be for every driver to carry a couple of 3" x 5" cards with the following information:
 - 1. Bus route and bus number;
 - 2. Telephone number for transportation office;

3. Telephone number for fire, police, ambulance; and
 4. Bus driver's name.
- G. Students should be instructed with demonstrations of the following:
1. Location and operation of all emergency exits;
 2. Location, operation, and direction on how to remove the fire extinguisher;
 3. Location of the first aid kit;
 4. Location and operation of the warning reflectors;
 5. How to shut off the engine and set the parking brake; and
 6. How to open the front door, to include safety releases on manual, air, or vacuum doors if so equipped.
- H. Drivers should always use extreme care during an evacuation drill. Never force a student to jump from the bus. Use the sit and scoot procedure and/or have two students assist as they exit the rear emergency door.
- I. Never allow students to play around during a drill. If they won't take the situation seriously, drivers should refer them to the proper authority for disciplinary action.

DRIVER RESPONSIBILITY

Primarily, the school bus driver must know the subject and be able to get the message and the commands across to the passengers. This will come with some practice. Each driver should have a chance to conduct a simulated drill. It will be much easier when working with the passengers.

Second, a driver must know the equipment and make sure it is in good working order. For example, don't wait until the passengers are on board to find out the emergency door latch is inoperative. Make sure the fire extinguisher is properly charged and sealed and the first aid kit has the proper units. (Daily pretrip requires these items be checked.)

All school buses must provide at least two methods or routes of escape. With proper training, each passenger will know each available route of escape and how to operate each emergency exit.

Drivers should be leaders by being positive and sure of themselves. Appoint ride-evacuation helpers with an eye toward responsibility and good character.

SAFE RIDING PRACTICES RELATING TO EVACUATION

A program of instruction on safe riding practices for students is necessary because of accidents caused by those students who do not understand their responsibilities as bus passengers. The following rules for safe school bus riding and general behavior for bus passengers apply also to emergency bus evacuation and must be thoroughly explained to every student:

1. Remain seated and quiet until the bus is completely stopped. Do not change seats unless instructed to do so by the bus driver, a paraprofessional or a teacher.
2. Always face forward in the seat.
3. Keep hands, feet and head inside the bus at all times. (If windows are allowed only halfway open, this will help discourage the problem.)
4. Be courteous to others and pay attention to the bus driver, teacher, paraprofessional and evacuation helpers.
5. While moving to the appropriate exit, do not push or shove.
6. While leaving the bus, use the handrails or the evacuation helpers' hands. Be alert for traffic and/or pedestrians.
7. Move to a safe place away from the school bus and remain there with the group. Regrouping should be approximately 100 feet, (40 or 50 paces) from the bus.
8. Be aware of the "danger zones," the areas around the bus that are "blind" spots to the driver.
9. Observe safety procedures while crossing the street or proceeding to the regrouping area.
10. Do not talk to or accept rides from anyone.

Illinois law requires the twice-annual classroom training of bus-riding students. (105-ILCS 5/27-26.) After all, these children will be riding the school bus for many years, and all aspects of the subject must be stressed.

To the upper grade levels, stress the responsibilities of school bus riders with regard to student behavior. The objective is student cooperation. This cooperation will alleviate distractions and subsequently reduce the number of school bus accidents.

The "Danger Zones" are the areas to the front, sides and rear of the school bus that are not in direct eye contact of the bus driver.

Children who, for whatever reason, come into these danger areas place themselves in jeopardy of serious injury or death. **It is essential that the four "Danger Zones," front, sides and rear, be fully explained.**

If necessary, demonstrate by having one of the students go outside to the front of the bus. Have the student stoop to pick up a paper or book. Then have him/her stand. The students will get the picture very clearly. This can be demonstrated also by having a student drop a paper out of a side window. The person picking up the paper could very easily be placed in front of the rear duals. (See Secretary of State video on School Bus Safety.)

See to it that all of the students, teachers, and paraprofessionals are completely familiar with the "Danger Zones" before continuing.

Section IV

EMERGENCY EXITS

EMERGENCY EXITS

FRONT-DOOR EVACUATION

1. The driver should stop the bus and shut off the engine in a preselected location on the school grounds.
2. The driver should make sure the parking brake is set and the key is not in the ignition and then open the service entrance.
3. The driver should stand facing the students and give the following command: "Remain seated. This is an emergency drill--front door evacuation."
4. The driver should dismiss students by starting at the right-hand front seat and tapping the shoulder of the student nearest the aisle. The driver should direct the student to walk, don't run, and use the handrail.
5. The driver should hold up the left hand to restrain seat occupants to the left side until it is their turn.
6. The driver should move down the aisle, dismissing seats of students alternately until the bus is empty.
7. As students leave the bus, they should proceed in an orderly pattern behind the line-leader student assistant to a distance of at least 100 feet (about 50 paces) from the side of the school bus. Designation of a reference point is sometimes helpful.
8. Students should remain quietly in a grouping defined by the line-leader assistant until the driver is able to give them further directions.

REAR-DOOR EVACUATION

1. The driver should stop the bus and shut off the engine in a preselected location on the school grounds.
2. The driver should make sure the parking brake is set and the key is not in the ignition and then open the service entrance.
3. The driver should stand facing the students and give the following command: "Remain seated. This is an emergency drill--rear door evacuation."
 - a. Train a student to carefully and properly open the rear emergency exit.
 - b. The student must understand not to open the door until the driver gives the command.

4. The driver should explain and demonstrate the method to be used for exiting the school bus.

Shoulder-Guide Method

- a. Two student assistants stand outside with their backs to the rear of the bus, one on each side of the door opening.
- b. Students should not jump down, but guide themselves by placing their hands on the shoulders of the student assistants and sit down and scoot out of the back door.
- c. A third student assistant may be used as a line-leader to move the students quickly away from the bus in an orderly fashion.

Helping-Hand Method (Caution should be used whenever this method is enforced due to the danger of injury involved.)

- a. Two student assistants stand outside facing the bus, one on each side of the open door.
- b. The assistants extend helping hands to guide the students as they jump down.
- c. Let each student decide how much help he or she wants; avoid grasping a hand or arm.
- d. Explain how to jump from the rear door with knees flexed to absorb shock.
- e. Students may also sit down and slide out of door.

FRONT- AND REAR-DOOR EVACUATION

1. The driver should stop the bus and shut off the engine in a preselected location on the school grounds.
2. The driver should make sure the parking brake is set and the key is not in the ignition and then open the service entrance.
3. The driver should stand facing the students and give the following command: "Remain seated. This is an emergency drill, front- and rear-door evacuation."
4. The driver should walk to the center of the bus between students sitting in seat row 6 (or to a point where there are an equal number of seats in front and back of the driver's position) and face the rear of the bus.

5. All students to the front and those sitting in row 6 to the driver's left will leave by the front service entrance upon command.
6. All students to the rear and those sitting in row 6 to the driver's right will leave by the rear emergency door upon command.
7. Use the same procedures outlined for front-door evacuation and rear-door evacuation, except those students will have to move out by themselves upon command.

Section V

**EVACUATION OF
SPECIAL NEEDS STUDENTS**

EVACUATION OF SPECIAL NEEDS STUDENTS

Transportation staff should have an emergency evacuation plan which considers the individual capabilities and needs of each student, the type of behavior which might be exhibited during an emergency evacuation, and the type of wheelchair or support equipment being used for students.

Issues to Consider in Establishing an Evacuation Plan

1. Which students could help and to what extent.
2. How to deal with individual emergencies such as seizures during the evacuation process.
3. Whether students should be evacuated in their wheelchairs or removed from their wheelchairs before evacuation. **Exercise caution:** Some students have catheters or feed tubes. The hoses or tubes have to be anchored somewhere and are sometimes anchored to the wheelchair. To evacuate them bodily, hookups (including internal) to the student are likely to be ripped from the body, which could cause severe internal problems.
4. How to disconnect or cut wheelchair securement and occupant-protection equipment, including belts, trays, and other support equipment.
5. Which students might run after evacuation so they can be evacuated last.
6. The length of time a student requiring life-support equipment or medical-care procedures can survive if such service is interrupted or delayed during the evacuation process.

<u>CATEGORY</u>	<u>EVACUATION PROCEDURE</u>	<u>COMMENTS</u>
Hearing Impairments	1. Have student evacuate by walking or crawling to nearest unrestrictive exit.	1. Mild communication problem; look and speak directly at student.
	2. Have helper assist driver using fire extinguisher, if necessary.	2. No noted mobility problems.
	3. Have helper control other students at control area.	
Deaf/Blind	1. Get attention by "tapping twice" on shoulder.	1. Restricted communication problem.

	2. Use finger spelling to indicate evacuation.	2. No mobility problem.
Mental Impairment	1. Develop routines of word commands for evacuation. 2. May be a designated helper for blind students.	1. Limited communication problem. 2. No noted mobility problem.
Mentally Challenged	1. Ambulatory (walk off) 2. With capabilities help other students to evacuate. 3. Have students assist driver by using a fire extinguisher if fire is present.	1. Assess each individual to determine if they can or cannot help.
Orthopedically Impaired	1. Nonambulatory (confined to some seating device). May crawl or need to be carried to exit.	1. May have extreme communication and mobility problem.
Other Health Impairment and Behavior/Emotional Disorder and Speech Impairment	1. Use a firm tone and physically direct student to an emergency exit. 2. Student may have to be guided by another student to control area.	1. Difficult to communicate with students. 2. Students have mobility to walk off bus.
Specific Learning Disability	1. Have student evacuate by walking to nearest exit assisted by helper. 2. Speak slowly, clearly and use simple sentences.	1. May not understand instructions in emergency situations.
Visual Impairment	1. Can walk off with help of a selected helper. 2. Have student hold hands with another student while evacuating. Use same method in control area.	1. Can communicate. 2. Has mobility

Summary

Accidents do happen. When they do, it is too late to begin teaching an emergency procedure. **The main purpose is the instruction of passengers at all age levels** on their responsibility as vehicle passengers. Knowing about all escape routes, where each is located, how each one works, and the proper procedure for leaving a vehicle in an emergency is extremely important.

Section VI

**TRANSPORTATION OTHER
THAN TO AND FROM SCHOOL**

TRANSPORTATION OTHER THAN TO AND FROM SCHOOL

SCHOOL-SPONSORED ACTIVITY OPERATIONS

Each school system providing transportation to school-sponsored activities should have comprehensive policies and guidelines for this type of transportation, which may delegate responsibility for this function to the supervisor of pupil transportation. To provide safe and efficient transportation to school-sponsored activities, lines of responsibility and authority need to be defined and personnel involved must have an understanding of their respective responsibilities.

In the interest of providing the safest means of transportation available, students should be transported to school-sponsored activities in school buses, that meet state and federal standards. (See NHTSA letter at end of this Chapter.)

A **field trip** is a trip that is related to the regular curriculum of the students participating that occurs during the five clock hours of instruction. The location of the field trip is considered to be an alternative attendance center for purposes of General State Aid eligibility.

A **school-related activity trip** is defined as an activity of the school district that does not require student participation as part of the educational services of the district, as part of the students' regular class for credit schedule and the required five clock hours of instruction.

The following items need to be considered when developing criteria for school-sponsored activities:

Policies and Guidelines

1. Purpose of trip (instructional, athletic, pupil/spectators recreation, etc.)
2. Funding source (district or individual school funds, individual charge, parent group, etc.)
3. Administrative approval:
 - a. Person who has authority to approve the trip.
 - b. Priority guidelines for trip scheduling if all requests cannot be accommodated.
4. Advance notification. Allow adequate time for approval process and for making driver and vehicle arrangements.
5. Methods of travel. This may include district-owned or contracted bus, commercial carrier or local transit equipment, air, boat, rail or combination of the above, private or school passenger automobile, when required by special or unique needs.

6. A Trip Request Form includes all necessary information from trip arrangements, payroll, reimbursement and other local needs.
7. An adult chaperone to be required on all activity trips. Responsibilities include passenger control with drivers maintaining final authority.
8. Discipline and emergency medical procedures. A trip release to be signed by parents should include procedures concerning difficult to severe behavioral and medical problems and emergency policies.
9. Communication. Drivers, pupils, chaperones and parents should be made aware of applicable rules and regulations. Parents should have destination information, mode of transportation, chaperones, departure and return times, appropriate dress and what the pupils should bring with them. A signed note from the parent or guardian is important. **A detailed itinerary for all persons involved is advisable. Identification of special medical problems in the event of an emergency enroute is necessary.** Teachers, parents and chaperones should be included in emergency evacuation drills.
10. Luggage. A procedure for transporting luggage or equipment, prohibited in the passenger compartment by state law and/or local regulations, is necessary. Loose luggage or equipment, which could cause injury or block passageways, should never be transported in the passenger compartment.
11. Out-of-state trips. Policies should detail whether out-of-state trips are permitted and any applicable restrictions. Regulations for states to be visited should be reviewed prior to the trip.
12. Insurance policies. Policies should be reviewed or agents contacted to determine adequacy of coverage. This is an absolute necessity for trips scheduled to another state or country. If vehicles other than district-owned are used, the board of education should determine the minimum insurance coverage to be carried. A current copy of the contract or commercial carriers' insurance should be on file with the school district.
13. Road and weather check. A person responsible for checking road conditions should be designated. School transportation personnel from other district, state patrols, highway divisions and auto clubs are generally cooperative in supplying road information. If warranted, the weather bureau should also be contacted. **A planned route and any contingent route for trips should be determined prior to initiation of the trip.**
14. Contingency plans. Policies should detail who has authority to make decisions if the unexpected happens during a trip. Impassable roads, accidents or mechanical breakdowns are examples. Drivers and chaperones should have access to that authority's phone number. It is also advisable to obtain phone numbers of transportation personnel in various communities and school districts where activity vehicles regularly travel. Provisions should include plans for staying overnight if conditions do not permit a safe trip home. It is advisable to develop a mutual aid

directory for contact within athletic league boundaries, which could provide assistance in the event of mechanical emergencies. Drivers should be trained in procedures and regulations relating to trip accidents. It is advisable to require two certified drivers on extended trips exceeding ten (10) hours unless item "15" below is followed to the letter.

15. Driving hours. School districts should have regulations based on a common-sense application of the Federal Motor Carrier Safety Regulations: 15 hours of duty of which 10 hours are driving time; 8 hours continuous off-duty prior to a long trip; no more than 60 hours driving in a week.
16. Driver selection. Criteria for driver assignments are necessary to avoid conflict and confusion. The criteria should include a driver's knowledge, skill, experience and familiarity with activity-trip vehicles. The area to be traveled should also be a consideration. Drivers should be notified at least three days in advance of the trip date. Drivers who only drive trips occasionally should be periodically tested for driving ability and vehicle familiarity and should hold the same license and certification as regular school bus drivers.
17. A list of all students and passengers being transported to be kept by the driver and left with proper authorities at the school or institution.
18. **An emergency evacuation drill to be performed by the driver for students and chaperones before each field trip.**

Vehicle and Equipment

The following should be taken into consideration when selecting trip vehicles:

1. Miles to be traveled,
2. Terrain and climate conditions,
3. Number and age group of pupils,
4. Luggage and equipment,
5. Driver familiarity with the vehicle and route,
6. Federal Motor Carrier Safety Standards if contract-operated and crossing state lines. (Illinois Pupil Transportation Resource Library, Federal Rules/Regulations)

Consideration should be given for specialized equipment needed such as

1. Luggage storage;
2. Public address system;

3. Radio (am/fm, tape deck, two-way, cellular telephone);
4. Tires (off-road tread or recaps; recaps on the front axle are prohibited);
5. Spare tire;
6. Tool requirements (flashlight, pliers, screwdrivers, de-icer, etc.);
7. Equipment requirements for an extended trip. (It is advisable to communicate with transportation personnel at the destination.);
8. Cash for telephone, fuel, tolls, parking fees and personal needs.

Vehicles should pass the same inspections as regular route buses and a detailed check prior to activity trips.

Training

Specialized training should be provided for activity-trip drivers. Training should include, but not be limited to, the following:

1. State laws and applicable policies and rules,
2. Familiarity with activity trip vehicle and its components,
3. Familiarity with specialized equipment and how to use it,
4. Familiarity with local and state trip requirements,
5. Route familiarization, which might include a dry run prior to the trip date, especially if extreme conditions, terrain or road difficulties may be encountered.
6. Discipline procedures on trips,
7. Driving under adverse conditions (night driving, slippery roads or unfamiliar mountainous driving),
8. Destination location and parking areas (maps),
9. Parking location if other than pupil destination,
10. Provisions for bus security at destination.

Use of Vehicles

This information is provided to help clarify the use of vehicles for school districts and/or contractors providing transportation for students. (Refer to transportation Resource Library—Secretary of State and Illinois Department of Transportation resources.)

The following section defines the differences between, and the use of, Division I and Division II vehicles and the proper license for drivers.

Section VII

USE OF VEHICLES

USE OF VEHICLES

DIVISION I VEHICLES

Division I vehicles can be used to transport nine or fewer students (plus driver) on regular routes for any and all school-sponsored activities.

Division I vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total (625 ILCS 5/1-217).

Parents or legal guardians transporting only their own child for a school district in a Division I vehicle must have a current and properly classified driver's license, but do not need a school bus driver's permit.

Drivers other than parents or legal guardians transporting students in Division I vehicles over a regularly scheduled route for a school district must meet the requirements of the Secretary of State's office for a Class D school bus driver permit (625 ILCS 5/6-104(d)).

DIVISION II VEHICLES

Division II vehicles are defined in the Illinois Vehicle Code as vehicles designed to carry more than 10 persons (625 ILCS 1-217).

With the exception of vans discussed below, Division II vehicles cannot be used to transport students unless they meet all the design standards for school buses in Sections 12-801 through 12-806a of the Illinois Vehicle Code (625 ILCS 5/11-1414.1; 12-801 et seq.).

Any driver of a school bus transporting students must have a properly classified driver's license or Commercial Driver's License (CDL) with a passenger endorsement and a valid school bus driver permit (625 ILCS 5/6-104(d)).

VANS DESIGNED FOR 7 TO 16 PERSONS

Section 29-6.3 of the School Code and Section 11-1414.1 of the Illinois Vehicle Code authorize districts to transport up to 15 students to and from interscholastic or other school-sponsored activities in a van that does not meet the requirements for a school bus.

The van may not be used to transport students to and from school, however. School-sponsored activities are district activities that do not require student participation as part of the students' regular credit schedule and the required five clock hours of instruction.

Driver requirements vary based upon the size of the vehicle for non-school bus Division II vehicles. Anyone driving a Division II vehicle for a school district to transport students to interscholastic athletic or other interscholastic or school-sponsored activities must have a current and properly classified driver's license if the Division II vehicle is designed by the manufacturer to transport 15 or fewer persons including the driver.

Anyone driving for a district for the purpose of transporting students to interscholastic athletic or other interscholastic or school-sponsored activities in a Division II van designed by the manufacturer to transport 16 or more persons including the driver must have a Commercial Driver's License (CDL) with a passenger endorsement (625 ILCS 5/16-500 (6)(b)).

A Division II vehicle that does not meet all the design standards for school buses in Section 12-801 through 12-806a of the Illinois Vehicle code and has been designed by the manufacturer to transport 17 or more persons including the driver should not be used to transport students (625 ILCS 5/1-217, 6-104, 6-507(a)).

ALL VEHICLES

All vehicles mentioned should have proof of adequate insurance on file in the school district (625 ILCS 5/12-707.01).

All vehicles must successfully pass a safety inspection every six months at an Official Testing Station regulated by the Illinois Department of Transportation (IDOT) regardless of the size or type of vehicle (625 ILCS 5/13-101, 13-109). For the location of the nearest Official Testing Station, contact IDOT's Vehicle Inspection Unit at 217-782-1181.

Non-School Related Activity Operations

This subsection is intended to address the various uses of a yellow school bus for operations other than to and from school and school-related activities.

1. Use, Procedures, and Policies
 - a. The school bus operator, in accordance with state regulations and/or laws governing school bus use, should establish procedures whereby school buses can be scheduled for non-route in use. Such scheduling should not conflict with, or be given priority over, the regular class-related demands for school buses by the school system.
 - b. The school system, as part of local government or in cooperation with transportation contractors, may utilize buses during times of community emergency or crisis when demand for other public vehicles such as trains and transit buses is so great as to exceed available supply.
2. Legal Requirements
 - a. School buses operating on public roads and crossing state and national boundaries must adhere to the rules of the road in jurisdictions in which they are operating.
 - b. All permits and fees need to be procured in accordance with applicable state and local laws before the trip is undertaken.

3. Operational Requirements

- a. Vehicle equipment used for activities must be in good working order, well maintained, and otherwise capable of withstanding the demands of the trip.
- b. All school buses and drivers operating under this section shall comply with all state and federal requirements including Federal Motor Carrier Safety Regulations applicable to inter-and intra-state passenger transportation.
- c. **Aisles and exits must be kept free of blockages at all times.**

Section VIII

**EVALUATION OF THE
PUPIL TRANSPORTATION SYSTEM**

EVALUATION OF THE PUPIL TRANSPORTATION SYSTEM

Each school district should have a plan for evaluating its pupil transportation program. Such evaluations should enable school districts to

1. Verify compliance with rules, regulations and laws;
2. Audit the efficiency of program service;
3. Monitor operational economy;
4. Ensure the safety of the program in operation;
5. Improve the quality of service.

Major Types Of Evaluations

1. Informal reviews by district personnel.
2. Formal evaluations:
 - a. Private consultant
 - b. State agency
3. Periodic evaluations:
 - a. Monthly
 - b. Annually
 - c. Biannually

Areas Subject To Evaluation

1. Board of education policy
2. Routing procedure (Route hazard evaluation should be performed twice annually.)
3. Types of service provided
4. Financial obligations
5. Quality of service

6. Training of staff
7. Maintenance of the vehicles and equipment
8. Classroom training of all students on safe school bus riding practices

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